DOCUMENT RESUME

ED 200 665 UD 021 303

AUTHOR Hawkins, Joseph; And Others
TITLE Short Term Effects of Human Relations Training (HR-18): A Pre-Post Evaluation Study.
INSTITUTION Montgomery County Public Schools, Rockville, Md.
PUB DATE Aug 80
NOTE 60p.; For a related document see UD 021 302.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Black Culture; *Black Studies; Elementary Secondary Education; *Inservice Education; Program Evaluation; *Racial Attitudes; *Racial Relations; *Staff Development; Student Teacher Relationship; Teacher Behavior; Teacher Improvement
IDENTIFIERS Maryland (Montgomery County); Montgomery County Public Schools MD

ABSTRACT

A study was conducted to determine the effects on school employees in Rockville, Maryland, of a black experience and culture in-service training program. The study gathered data on school employees before and after enrollment in the course in order to measure gains in knowledge, attitudes, and behavior. Tables show program participants' change in several areas: (1) racial attitudes; (2) knowledge of black history and culture; (3) characterization of black students; (4) general behavior; and (5) classroom practices. The study revealed that the training program provided at least short term benefits for school employees, especially in the areas of knowledge of black history and culture, general behavior, and classroom practice. No significant increase was demonstrated in racial attitudes and characterization of black students. Appendices to the report include: (1) an analysis and sample of the survey instrument; (2) background characteristics of the program participants; (3) their reasons for enrolling in the course; and (4) statistical results. (Author/APM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED200665

MAR 2 1981

MONTGOMERY COUNTY
PUBLIC SCHOOLS

Short Term Effects of Human Relations Training (HR-18): A Pre-Post Evaluation Study

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
D. Hymes
Mont City Public Schools
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

August 1980

EDWARD ANDREWS
Superintendent of Schools

Prepared by the Department of Educational Accountability

STEVEN M. FRANKEL
Director, Department of Educational Accountability

JOY FRECHTLING
Director, Division of Program Monitoring

CG021330

AUTHORS

Mr. Joseph Hawkins
Dr. Joy Frechtling

and

Mr. Dale Brown

of

Human Sciences Research, Inc.

PROJECT STAFF

Study Directors:	Mr. Joseph A. Hawkins, MCPS Mr. Dale K. Brown, HRS, Inc.
Statistical Consultants:	Dr. John Larson, MCPS
Data Collectors:	Staff of HRS, Inc.
Secretarial and Clerical Staff:	Mrs. Louise Nichols Mr. Dale Conlan

The assistance of Judith Docca and Marilyn Nelson of the Montgomery Public Schools, and Michael Goodman and Samuel Peng of the Citizens HR-17/HR-18 Advisory Committee are gratefully acknowledged.

STUDY SUMMARY

On January 18, 1979, the Montgomery County Board of Education (BOE) approved Resolution Number 60-79 calling for an external evaluation of in-service training programs and activities in human relations. Specifically, the following human relations activities were to be evaluated: (1) HR-18, the Black Experience and Culture in-service training course; (2) HR-17, Ethnic Groups in American Society; and (3) the Multiethnic Convention. In May of 1979, Human Sciences Research, Inc., (HSR) was awarded the contract to conduct an evaluation of these human relations training activities in a collaborative and interactive relationship with Montgomery County Public School's (MCPS) Department of Educational Accountability (DEA). In January, 1980, DEA and HSR completed their preliminary evaluation study of HR-18; the report, Evaluation Study of Mandatory Human Relations Training (HR-18): Summary of Post Hoc Survey Results, was presented to the BOE (see Appendix A for a summary of study findings).

The present report extends these analyses and examines the effects of HR-18 in the absence of the BOE requirement for all staff to complete the course. This second study overcomes some of the methodological problems inherent in the first study design and allows firmer conclusions to be drawn regarding course impact. Specifically, the previous evaluation of mandatory HR-18 was limited by the fact that it was a post hoc survey and that no data were available on the knowledge or behaviors of participants prior to HR-18 enrollment. Without these data, for both enrollees and nonenrollees, it was not possible for the study to disentangle prior differences in staff knowledge, attitudes, and behavior from the effects of the HR-18 course itself. In the present evaluation of HR-18, it was possible to gather data from a small sample of school employees both before and after participation in the course in the fall, 1979.

In addition, in the present study it is possible to examine HR-18 under two different enrollment conditions: voluntary enrollment and mandatory enrollment.[1] Although the sample size is limited, the circumstances prevailing when the fall courses were delivered allow a comparison to be made of course outcomes for voluntary enrollees and mandatory enrollees taught under the same conditions.

---

[1]The fall 1979 HR-18 enrollee population was composed of both employees who were required to take HR-18 and those who were not required to take HR-18. According to information obtained from the MCPS Personnel Department nearly 80 percent of the fall 1979 enrollees enrolled in HR-18 under "no BOE requirement" or under "no required school system contingency." Those school employees (20 percent) who enrolled because it was required, did so because the previous BOE mandate had not been met or because enrollment in HR-18 was required as part of a planned in-service training program. Appendix B provides a breakdown of official reasons for enrolling in fall 1979 HR-18 course, and an explanation of how fall enrollees were classified as either voluntary or mandatory course participants.

The respondents for the present report consisted of 43 school employees who enrolled in the two HR-18 classes during the fall, 1979. The total enrollment for these two classes was 49 school employees; however, only those school employees who had been administered both pre- and postcourse measures were included in the study (see Appendix C for a summary of the background characteristics of the enrollees). Data for this report were obtained through the same specially designed questionnaire used for the previous evaluation of HR-18 (see Appendix D for the complete questionnaire and scoring documentation). Enrollees in the fall 1979 course completed the questionnaire at the beginning of the course and at the conclusion of the course in class. The data gathered were analyzed to determine:

1. What cognitive gains can be attributed to participating in HR-18? Do enrollees make significant gains on the measure of black history and culture?

2. What affective changes result from participation in HR-18? Do enrollees make significant gains on the measures of racial attitudes and black characterizations?

3. What specific actions are taken by course participants to apply what they learn from the course to the work situation in which they are involved? Do enrollees make significant gains on the measure of general behavior? Do teacher enrollees change with regard to specific classroom behaviors or practices that might promote a more positive learning environment for black students?

4. How do enrollees react to the HR-18 course as determined by self-reports and course evaluation questions?

5. What are the opinions of voluntary and mandatory enrollees about the mandatory nature of the HR-18 course?

6. For each of these questions do the findings differ as a function or enrollment condition, voluntary vs. mandatory?

In addressing these questions, the major emphasis has been placed on examining the changes in test scores from pretesting to posttesting. The highest priority is placed on reporting the growth made by enrollees on the key measures of black history, racial attitudes, black characterizations, general behaviors, and classroom practices (for teachers only).

However, it must be noted that since the enrollees in the fall course are a limited sample caution must be used in generalizing from the study findings. We cannot say that the results for this small group of participants are representative of likely course impacts for all school system employees.

In addition, the scores of white teachers[2], enrollees and nonenrollees, previously gathered in the post hoc survey will also be presented for comparative purposes. These scores provide a background against which to examine the change scores reported here and allow a link to be made between the two HR-18 studies. However, these comparisons scores should be interpreted cautiously since:

- The post hoc study collected data on school employees only one time. The opportunity to ascertain whether or not nonenrollees changed over time without any formal intervention did not exist.

- The post hoc survey data were collected approximately 6 months earlier than that for the pre-post study.

- The samples for the post hoc evaluation and the pre-post evaluation of HR-18 differ greatly. Specifically, the sample for post hoc study was drawn randomly after stratification of the participant (enrollees) and nonparticipant (nonenrollees) populations on the dimensions of race and position classification. The post hoc HR-18 sample was large (800+ employees, 553 of whom were nonenrollees) and representative of the total full-time MCPS work force. In contrast, the sample for the pre-post evaluation of HR-18 was relatively small (n=43) and not representative of the total full-time MCPS work force.

- The pre-post study data was collected after the first Multiethnic Convention. The degree to which this event influenced the pre-post study outcomes is unknown; however, it must be noted that this significant event could possibly be responsible for producing differences between the post hoc survey population and the pre-post study population.

---

[2]Only comparisons between white teachers are presented because 63 percent of the fall 1979 HR-18 participants were white teachers (see Appendix C).

Summary of Findings

SHORT-TERM EFFECTS ON COURSE ENROLLEES

The pre-post evaluation of HR-18 found that participation provides at least short-term benefits for school employees, especially in the areas of knowledge of black history and culture, general behavior, and classroom practices. Specifically, the following findings should be noted:

- Overall, for all enrollees as a group, there was a significant increase[3] from pretest to posttest on the measure of knowledge of black history and culture.
- Overall, for all enrollees as a group, there was no significant increase from pretest to posttest on the measures of racial attitudes and characterization of black students.
- Overall, for all enrollees as a group, there was a significant increase from pretest to posttest on the measure of general behavior.[4]
- Overall, teachers report that HR-18 assisted them in doing more in the classroom to promote a better understanding of black students and black culture.
- Overall, comparisons made between voluntary and mandatory enrollees indicate similar gains for the two groups of participants.
- Both voluntary course participants and mandatory course participants generally felt that HR-18 should be a voluntary experience for most school employees.

While these findings are similar to those of the post hoc evaluation of HR-18, two important differences must be stressed. First, the present evaluation because it employed both pre- and postcourse assessment clearly demonstrated at least short-term course effects. Second, significant impacts in the areas of knowledge, behavior, and classroom practices were found in the present study for white teachers, whereas the previous study suggested that white teachers did not profit from the HR-18 in regard to these dimensions.

---

[3]Significant increases reported within this report are statistically significant at the conventionally accepted level of alpha=.05, and are reported on tables as $p < .05$, $p < .02$, $p < .01$, or $p < .001$.

[4]The measure of general behavior assesses what the school employee is doing on the job to promote better race relations.

Two hypotheses can be offered to explain these differences for white teachers. First, the groups differed in terms of the time intervals between course participation and testing. The fall 1979 participants were tested immediately after course participation. The participants in the post hoc survey had taken the course from one to four years prior to being tested for the study. It is possible that forgetting affected the scores of the previous enrollees and that their poorer performance is mainly attributable to length of time since enrollment.

Second, differences in teacher effectiveness may also play a role. Staff included in the post hoc survey had been taught by many different instructors, not all of whom can be expected to have been equally effective. It is possible that the instructors of the fall 1979 course, consisting of only two sections, were especially effective and that the higher test scores for the 43 students reflect the skill of these particular teachers.

The impact of the differences in teacher effectiveness--alone or in combination with other variables--cannot at this time be untangled; however, it was possible to explore the impact of the other factor, the length of time since participation.

To determine the impact of the length of time since participation, comparisons were made between performance of the fall participants (white teachers only) and that of formerly enrolled white teachers, classified by year of completing HR-18. Overall, these analyses revealed no consistent pattern of differences on the key dependent measures of black history and culture, racial attitudes, black characterizations, general behavior, and classroom behavior. Such findings indicate that it is not possible to attribute the performance differences found for white teachers solely to the length of time since course enrollment; forgetting, in and of itself, does not appear to explain the findings.

COMPARISONS BETWEEN SCORES OF FALL 1979 PARTICIPANTS AND NONENROLLEES FROM THE POST HOC SURVEY

Comparisons between white teachers (fall 1979 enrollees vs. nonenrollees) revealed that on the average, the enrollees' posttest scores on the measures of Knowledge of Black History and Culture, racial attitudes, black characterizations, and general behaviors were higher than the nonenrollees' scores on these same four measures. The difference on the measure of general behavior, however, was the only difference that was statistically significant. On the remaining measure, classroom behaviors, comparisons made between enrollees and nonenrollees revealed that, nonenrollees report doing more to promote a positive learning environment for black students. This difference is statistically significant.

A NOTE ON DATA ANALYSIS AND PRESENTATION OF FINDINGS

The statistical analysis of the obtained data was guided by six evaluation objectives stated earlier on Page 2. T-test for correlated samples was used to detect differences between pre and posttest means. For example, to determine if enrollees make significant gains on the measure of black history and culture the t-test for correlated samples was used. T-test for independent samples was used to detect differences between two groups. This statistic was used to detect differences between scores (black history and cultrue, racial attitudes, black characterizations and behavior) of fall 1979 participants and nonenrollees from the post hoc study. Analysis of covariance was used to compare group (voluntary course participants versus mandatory course participants) means on a dependent variable (for example, black history and culture scores), after group means had been adjusted for differences between the groups pretest scores. Where frequency of occurrence of certain events or behaviors constituted the data base, the chi-square statistic was used. For example, analysis of classroom practices by teachers used the chi-square statistic. In the remaining analyses, simple descriptions, including frequencies and percentages, are reported.

Findings presented on the pages that follow do not report specific outcomes or details of data analyses. Specific t-values, f-values and chi-square outcomes are reported in Appendix E.

DETAILED FINDINGS

Short-Term Effects on Course Enrollees

GAINS MADE IN KNOWLEDGE OF BLACK HISTORY, RACIAL ATTITUDES, BLACK CHARACTERIZATION, GENERAL BEHAVIORS, AND CLASSROOM PRACTICES

Do enrollees make significant gains between pretest and posttest on the measures of black history, racial attitudes, black characterizations, and general behaviors as a result of participation in HR-18? And does the type of enrollment condition for enrollees, voluntary or mandatory enrollment, influence these gains? The analyses of the gains made on each of these measures are presented on the pages that follow.

Knowledge of Black History and Culture

Purpose of Scale: To assess general knowledge of black history and culture

Instrumentation: 20-item objective test of knowledge included as part of the survey questionnaire. (See Appendix D for exact items included.)

Interpretation: The higher the score, the greater the respondent's knowledge of factual information taught about black history and culture in HR-18.

Data:

Mean Black History and Culture Scores

Maximum Possible Score: 20						
		Pretest		Posttest		
	N[5]	Mean	SD	Mean	SD	Change
All Enrollees	36	9.47	2.17	12.97	2.06	3.50*
Voluntary	26	9.96	2.31	13.42	2.02	3.46*
Mandatory	10	8.20	1.03	11.80	1.75	3.60*
White Teachers	22	8.86	2.08	12.17	2.10	3.31*
Voluntary	14	9.29	2.40	12.86	2.25	3.57*
Mandatory	8	8.13	1.13	11.25	1.39	3.12*
Other Enrollees	14	10.43	2.02	14.07	1.49	3.64*
Voluntary	12	10.75	2.00	14.08	1.56	3.33*
Mandatory	2	**				

*Statistically significant, $p < .001$.
**Due to small number of cases, N=2, data not presented.

Findings

For all groups studied, all enrollees, white teachers, and other enrollees, there was a significant increase on the measure of Knowledge of Black History and Culture from pretest to posttest. In addition, when participants were classified by enrollment status, voluntary versus mandatory, no difference in the size of gains were found.

[5]In all tables the following symbols will be used: "N" to represent number of students for whom data is reported; "SD" to represent the standard duration, a measure of variation in responses; "Change" to represent the amount of difference between pretest and posttest means.

Racial Attitudes

Purpose of Scale: To elicit responses to a set of general racial attitudinal and perceptual questions

Instrumentation: 12-item attitude scale included as part of the survey questionnaire. (See Questions 1 through 13, Part III of the survey instrument.)

Interpretation: The higher the score on this scale, the more positive the respondent's attitudes concerning Black Americans.

Data:

Mean Racial Attitude Scores

Maximum Possible Score: 60

		Pretest		Posttest		
	N	Mean	SD	Mean	SD	Change
All Enrollees	39	46.00	4.74	46.69	5.31	0.69
Voluntary	29	46.76	4.47	47.69	4.68	0.93
Mandatory	10	43.80	5.12	43.80	6.20	0.00
White Teachers	23	45.65	4.76	45.91	5.23	0.26
Voluntary	15	46.73	3.92	46.60	4.66	-0.13
Mandatory	8	43.63	5.78	44.63	6.30	1.00
Other Enrollees	16	46.50	4.86	47.81	5.39	1.31
Voluntary	14	46.79	5.15	48.86	4.59	2.07*
Mandatory	2	**				

*Statistically significant, $p < .02$.
**Due to small number of cases, N=2, data not presented.

Findings

There was a significant increase on the measure of Racial Attitudes from pretest to posttest for only one group studied, "other voluntary enrollees." For all other groups studied, no significant increase was found. No performance differences emerged as a function of enrollment status.

Characterizing Black Students

Purpose of Scale: To assess the degree to which school employees feel that black and white students differ along a variety of characteristics relating to the school situation

Instrumentation: 10-item scale included as part of the survey questionnaire. (See Question 14 through 23, Part III of the survey instrument.)

Interpretation: A high score indicates that the respondent reports few differences between black and white students on a list of student characteristics.

Data:

Mean Characterization Scores

Maximum Possible Score: 10

		Pretest		Posttest		
	N	Mean	SD	Mean	SD	Change
All Enrollees	33	7.85	2.05	7.48	1.96	-0.37
Voluntary	24	7.83	2.12	7.33	1.95	-0.50
Mandatory	9	7.88	1.97	7.88	2.03	0.00
White Teachers	22	7.91	2.11	7.50	2.06	-0.41
Voluntary	14	8.00	2.22	7.07	2.13	-0.93
Mandatory	8	7.75	2.05	8.25	1.83	0.50
Other Enrollees	11	7.73	2.01	7.45	1.81	-0.28
Voluntary	10	7.60	2.07	7.70	1.70	0.10
Mandatory	2	**				

**Due to small number of cases, N=2, data not presented.

Findings

There was no significant change on the measure of Black Characterizations from pretest to posttest for any of the groups examined.

General Behavior

Purpose of Scale: To assess what the school employee is doing on the job to promote better race relations

Instrumentation: 12-item checklist of behaviors included as part of the survey questionnaire. (See Questions 1 through 12, Part II of the survey instrument.)

Interpretation: The higher the score on the behavior scale the more behaviors the employee reports performing to promote better race relations.

Data

Mean Behavior Scores

Maximum Possible Score: 12						
		Pretest		Posttest		
	N	Mean	SD	Mean	SD	Change
All Enrollees	41	5.78	2.35	7.71	2.29	1.93*
Voluntary	31	5.84	2.34	7.84	2.30	2.00*
Mandatory	10	5.60	2.50	7.30	2.36	1.70+
White Teachers	26	5.31	2.51	7.50	2.61	2.19*
Voluntary	18	5.33	2.70	7.78	2.71	2.45+
Mandatory	8	5.25	2.19	6.88	2.42	1.63
Other Enrollees	15	6.60	184	8.07	1.62	1.47+
Voluntary	13	6.54	1.56	7.92	1.57	1.38+
Mandatory	2	**				

+Statistically significant, $p < .05$.
*Statistically significant, $p < .001$.
**Due to small number of cases, N=2, data not presented.

Findings

For all groups except for white teachers who were required to take the course, there was a significant increase on the measure of General Behavior from pretest to posttest. While the former group also showed pre to posttest gains, the difference did not reach significance. One reason for this may be the small sample size (N=8). No additional differences attributable to participation status were found.

Classroom Practices

Do teacher enrollees change with regard to specific classroom behaviors or practices that might promote a more positive learning environment for black students as a result of participation in HR-18? And does the condition of enrollment, voluntary versus mandatory, influence the change?

It appears that HR-18 can assist teachers in doing more in the classroom to create a positive learning environment for black students. For example, at pretesting 26 percent of the course participants (teachers only) indicated that they have created a special display for teaching purposes having to do with black history and culture; however, at posttesting 48 percent of the course participants indicated that this was true (see Exhibit 1 on the next page). At pretesting 71 percent of the course participants indicated that the pictures, displays or other materials used in the classroom include pictures of both whites and non-whites; however, at posttesting 81 percent of the course participants indicated that this was true.

Does the condition of enrollment influence the change which is reported by teachers? When it comes to creating special displays (Practice 2) or including pictures of both whites and non-whites (Practice 3) it is apparent that voluntary and mandatory teachers vary little in regards to the amount of change reported. For example, change reported for Practice 2 for voluntary and mandatory enrollees is nearly identical, +24 vs. +20 (see Exhibit 1). And the change reported for Practice 3 for voluntary and mandatory enrollees is also nearly identical, +9 vs. +10. Change reported for Practice 1, inclusion of information about blacks, however, shows that mandatory enrollees report growth or change (+10) while voluntary enrollees report a lack of growth or change (-4).

Exhibit 1.--Reported Changes for Classroom Practices of HR-18 Enrollees (N=31)

Classroom Practice*	Pretest	Posttest	Change/ Growth
Practice 1			
Voluntary Enrollees (n=21)	52%	48%	- 4%
Mandatory Enrollees (n=10)	60	70	+10
All Enrollees	55	55	0
Practice 2			
Voluntary Enrollees (n=21)	24	48	+24
Mandatory Enrollees (n=10)	30	50	+20
All Enrollees	26	48	+22
Practice 3			
Voluntary Enrollees (n=21)	67	76	+ 9
Mandatory Enrollees (n=10)	80	90	+10
All Enrollees	71	81	+10

*Practice 1. Including information about black history, culture, and contributions to American life in your regular curriculum

Practice 2. Creating a special display for teaching purposes having to do with black history or culture

Practice 3. Using pictures, displays, or other materials in the classroom that include pictures of both whites and nonwhites.

ENROLLEE REACTION TO THE HR-18 COURSE

How do enrollees react to the HR-18 course as determined by self-reports and course evaluation questions? A number of dimensions were examined.

Understanding of Blacks

Data from posttesting of course participants reveal that most enrollees feel that HR-18 improved their understanding of how black students and parents will react to situations having racial overtones (see Question 40, Part IV of the questionnaire). Overall, 80 percent of the course participants indicated feeling that their understanding of blacks' reactions improved, while 7 percent indicated that their understanding had not improved; and 12 percent of the course participants were not sure. When responses to this question are analyzed taking into consideration the condition of enrollment no statistically significant differences are found between voluntary and mandatory enrollees' responses.

Using What Was Learned in HR-18

Overall, the data collected from course participants at the conclusion of the course reveal that course participants report using what was learned in HR-18 (see Question 33-37, Part IV of the Questionnaire). Sixty-five percent of the course participants report using what was learned in HR-18 to get along better with blacks. A little more than 50 percent of the course participants indicated that they used what was learned in HR-18 to get along better with co-workers and people outside MCPS. Nearly 50 percent of the course participants said they used what was learned in the course to get along better with students of other races, and 42 percent said they used what was learned in the course to get along better with white students.

When responses to these questions are analyzed by the condition of enrollment, no statistically significant differences are found even though the groups do appear to differ.

EXHIBIT 2. Percentage of Enrollees Indicating That Things Learned in HR-18 Are Being Used by Condition of Enrollment of Enrollee

Things Learned in HR-18 have been used in getting along with:	Condition of Enrollement Total (N=43)	Mandatory (N=11)	Voluntary (N=32)	Difference
Co-Workers.	54	40	59	17 N.S.*
Black Students.	65	50	70	26 N.S.
Other Minority Students	49	33	53	20 N.S.
White Students.	43	30	47	17 N.S.
People Outside of MCPS.	53	33	59	26 N.S.

*N.S. Indicates that the observed difference was not statistically significant using the chi-square analysis.

Course Evaluation by Enrollees

Overall, course evaluation by course participants is favorable (see Exhibit 3 below). Course participants, on the average, rated teaching methods, course content, teacher effectiveness, and course logistics better than good (on a scale of 1 to 4, 1 being very poor and 4 being very good).

In general, all course participants rated the course, HR-18, favorably, however, when reaction to the course is analyzed by condition of enrollment, that is, voluntary course participants versus mandatory course participants, data reveal that voluntary course participants are more critical of the course. Specifically, course evaluation by voluntary course participants differs significantly from that of mandatory course participants in two areas, teacher effectiveness and teaching methods. In both of these areas, voluntary course participants' mean evaluation scores were significantly lower than the mean evaluation scores' of mandatory course participants (See Exhibit 3).

Exhibit 3.--Mean Evaluation Scores for Four Aspects of the HR-18 Course by Condition of Enrollment of Enrollee

	Mean Evaluation Score: 1 (Very poor) ← → 4 (Very good)						
	Condition of Enrollement						
Aspects of Course Being Evaluated	Total (N=42)		Voluntary (N=32)		Mandatory (N=11)		Difference
	Mean	SD	Mean	SD	Mean	SD	
Teacher Effectiveness	3.30	0.55	3.44	0.49	3.62	0.36	0.32*
Teaching Methods	2.93	0.54	3.07	0.51	3.25	0.43	0.32*
Course Content	2.90	0.43	3.05	0.51	3.21	0.56	0.31
Course Logistics	3.36	0.42	3.36	0.42	3.38	0.44	0.03

*Statistically significant, $p < .05$.

MANDATORY VS. VOLUNTARY PARTICIPATION

What are the opinions of course participants about the nature of participation in the HR-18 course? Should course participation be a mandated experience or should it be a voluntary experience? Analysis of enrollees' opinions about the nature of participation in the HR-18 revealed that, overall, the majority of course participants felt that HR-18 should be a voluntary experience for all school employees (see Exhibit 4 below). For example, at pretesting 29 percent of the course participants indicated that for teachers' participation in HR-18 should be a mandated experience. And at posttesting 27 percent of the course participants indicated the same for teachers. It should be noted, however, that a substantial minority (44 to 47 percent) of course participants at posttesting felt that HR-18 should be mandatory experience for administrators and guidance counselors. It should also be noted that generally opinions expressed at pretesting about the nature of participation in the HR-18 course are similar to those expressed at posttesting.

Analyses of course participants' opinions by condition of enrollment, that is, voluntary course participants versus mandatory course participants, revealed that overall, at pretesting more mandatory course participants than voluntary course participants felt that HR-18 should be a mandatory experience for all school employees. For example, 55 percent of the mandatory course participants at pretesting were of the opinion that HR-18 should be a mandated experience for MCPS guidance counselors. In contrast, 39 percent of the voluntary course participants were of the same opinion. It should be pointed out, however, that at posttesting the opinions of both groups of course participants were more similar than they were different (See Exhibit 4 below). For example, at posttesting 47 percent of the voluntary course participants and 46 percent of the mandatory course participants were of the opinion that HR-18 should be a mandated experience for MCPS guidance counselors.

Exhibit 4.--Percentage of Enrollees Indicating That HR-18 Should Be a Mandatory Course for Seven Target Employee Groups at Pretesting and Posttesting By Condition of Enrollment

Seven Target Employee Group	Condition of Enrollment								
	Total (n=43)			Voluntary (n=32)			Mandatory (n=11)		
	Pre-test	Post-test	Change	Pre-test	Post-test	Change	Pre-test	Post-test	Change
Administrators	38	44	+ 6	36	44	+ 8	46	46	0
Teachers	29	27	- 2	29	28	- 1	27	18	- 9
Guidance Counselors	43	47	+ 4	39	47	+ 8	55	46	- 9
Clerks and Secretaries	19	19	0	19	19	0	18	18	0
Building Services	19	19	0	16	19	+ 3	27	18	- 9
Cafeteria Workers	19	19	0	16	19	+ 3	27	18	- 9
Bus Drivers	21	19	- 2	19	22	+ 3	27	9	-18

COMMENTS AND ADDITIONAL COMPARISONS

These findings are in some ways similar to those of the post hoc evaluation of mandatory HR-18. However, two important differences must be stressed. First, the present evaluation, because it employed both pre- and postcourse assessment, more clearly demonstrated at least short-term course effects. Second, significant impacts in the areas of knowledge, behavior, and classroom practices were found in the present study for white teachers; whereas the previous study suggested that white teachers did not profit from HR-18 in regard to these dimensions.

Two hypotheses can be offered to explain these differences for white teachers. First, the groups differed in terms of the time intervals between course participation and testing. The fall 1979 participants were tested immediately after course participation. The participants in the post hoc survey had taken the course from one to four years prior to being tested for the study. It is possible that forgetting affected the scores of the previous enrollees and that their poorer performance is mainly attributable to length of time since enrollment.

Second, differences in teacher effectiveness may also play a role. Staff included in the post hoc survey had been taught by many different instructors, not all of whom can be expected to have been equally effective. It is possible that the instructors of the fall 1979 course, consisting of only two sections, were especially effective and that the higher test scores for the 43 students reflect the skill of these particular teachers.

It was possible to assess one of these two hypotheses. Comparisons were made between the fall participants (white teachers only) and formerly enrolled white teachers, classified by year of completing HR-18. These comparisons revealed that overall no consistent pattern or relationship exists between length of time and enrollment and performance on the measures of history, attitudes, characterizations, and general behaviors on classroom practices, understanding of blacks, and using what was learned in HR-18 or course evaluation. (See Exhibits 5 through 8.) For example, if forgetting were playing a major role, one would expect to see a decline in scores over time for knowledge of history and culture. However, Exhibit 5 shows that this is clearly not the case. Neither a typical "forgetting curve" nor any other systematic pattern of change is evident. It must, therefore, be concluded that it is not possible to attribute the differences found in the present study to the length of time since enrollment; forgetting does not appear to explain the findings.

Exhibit 5.--Mean Scores for Enrollees on the Measures of Knowledge of Black History and Culture, Racial Attitudes, Black Characterizations, and General Behaviors

Dependent Measure		Year Course Was Completed				
		1980+	1979	1978	1977	1976
Knowledge of History and Culture	Mean	12.17	14.44*	11.08	11.50	11.71
	SD	2.10	2.45	3.33	.16	3.53
	N	22	16	13	52	35
Racial Attitudes	Mean	45.80	44.53	44.64	44.73	44.79
	SD	5.03	3.60	3.69	4.92	4.72
	N	23	15	14	56	34
Characterizations	Mean	7.48	7.50	7.07	7.44	7.03
	SD	2.02	1.86	2.06	2.19	2.72
	N	22	18	14	50	32
General Behaviors	Mean	7.56**	6.94	6.71	6.26	6.06
	SD	2.58	2.08	2.67	2.61	2.64
	N	26	17	14	57	36

*Mean score differs significantly from means reported for 1980, 1978, 1977, and 1976.
**Mean score differs significantly from means reported for 1977 and 1976.

+Due to small sample size for this year data for voluntary and mandatory course participants are not presented separately for Exhibits 5-9.

Exhibit 6.--Percentage of Enrollees Indicating That They Were Performing Certain Classroom Practices

Practice*		Enrollee Population by Year Course Was Completed				
		1980	1979	1978	1977	1976
Practice 1	%	56	81	50	74	69
	N	27	18	14	55	31
Practice 2	%	48	94	100	96	84
	N	27	18	14	55	31
Practice 3	%	82	56	64	49	44
	N	27	18	14	55	31

Practices are:

Practice 1. Including information about black history, culture, and contributions to American life in your regular curriculum

Practice 2. Creating a special display for teaching purposes having to do with black history and culture

Practice 3. Using pictures, displays, or other materials in the classroom that include pictures of both whites and nonwhites

Exhibit 7.--Percentage of Enrollees Indicating That Their Understanding of Blacks Had Improved as a Result of Taking HR-18

Understanding Improved (Responses)	Year Course Was Completed				
	1980	1979	1978	1977	1976
	(n=27)	(n=18)	(n=14)	(n=54)	(n=35)
Yes	85	41	50	38	43
No	8	53	21	40	49
Not Sure	8	6	29	22	9

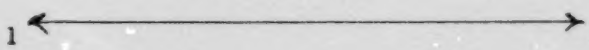
Exhibit 8.--Percentage of Enrollees Indicating That They Were Using What Was Learned in HR-18

Using What Was Learned in the Course to Get Along Better with:	Year Course Was Completed				
	1980	1979	1978	1977	1976
	(n=27)	(n=18)	(n=14)	(n=54)	(n=35)
The People You Work With	44	40	43	37	31
Black Students	67	21	79	42	51
Other Minority Students	54	19	64	33	40
White Students	38	13	36	31	29
People Outside MCPS	48	31	43	30	43

Exhibit 9. Mean Evaluation Scores for Four Aspects of HR-18 Course

Aspect of the Course Evaluated		Year Course Was Taken				
		1980	1979	1978	1977	1976
		(n=27)	(n=18)	(n=14)	(n=57)	(n=33)
Teacher Effectiveness	Mean	3.39*	2.93	3.10	2.84	3.08
	SD	0.50	0.72	0.65	0.59	0.66
Teaching Methods	Mean	2.99	2.68	2.95	2.69	2.87
	SD	0.53	0.66	0.50	0.53	0.63
Course Content	Mean	2.98**	2.85	2.90	2.57	2.79
	SD	0.47	0.59	0.40	0.64	0.75
Course Logistics	Mean	3.32	3.34	3.01	3.15	3.22
	SD	0.47	0.42	0.25	0.37	0.44

Rating Scale



Very Poor Very Good

*Mean score differs significantly from means reported for 1979 and 1977.

**Mean score differs significantly from means reported for 1977.

Comparisons Between Fall 1979 Enrollees and Nonenrollees
from the Post Hoc Survey
(White Teachers Only)

DIFFERENCES ON MEASURES OF HISTORY, ATTITUDES, CHARACTERIZATIONS AND BEHAVIORS

Comparisons, made between enrollees' (fall 1979 course participants) and nonenrollees scores on the measures of knowledge of black history and culture, racial attitudes, black characterizations, and general behaviors reveal that while enrollees outscored nonenrollees the differences generally were not statistically significant. Specifically,

On the average, the difference on the measure of knowledge of black history and culture is not statistically significant (see Exhibit 10 below).

On the average, the difference on the measure of racial attitudes is not statistically significant.

On the average, enrollees outscore nonenrollees on the measure of general behavior by nearly one point (0.97); t-test results show that the difference is statistically significant.

On the average the difference on the measure of black characterizations is not statistically significant.

Exhibit 10.--Mean Scores for Enrollees and Nonenrollees on the Measures of Knowledge of Black History and Culture, Racial Attitudes, Black Characterizations, and General Behaviors

Measures	Enrollees (n=27)		Nonenrollees (n=223)		Difference
	Mean	SD	Mean	SD	
History and Culture	12.16	2.17	11.29	3.22	+0.87
Racial Attitudes	45.80	5.03	45.23	4.57	+0.57
Characterizations	7.48	1.01	7.62	2.04	-0.26
General Behaviors	7.56	2.58	6.59	2.36	+0.97*

*Statistically significant, $p < .05$.

DIFFERENCES IN CLASSROOM PRACTICES OR BEHAVIORS

Comparisons made between enrollees' and nonenrollees' reported classroom behaviors reveal that, overall, enrollees and nonenrollees generally do differ significantly in their classroom behaviors or practices which promote a positive learning environment for black students (see Exhibit 11 below).

Exhibit 11.--Percentage of Enrollees and Nonenrollees Indicating That They Were Performing Certain Classroom Practices

Practice	Enrollees		Nonenrollees		Difference
	%	N	%	N	
Practice 1	56	27	76	168	20**
Practice 2	48	27	51	112	3*
Practice 3	82	27	95	204	13**

*Not significant.
**Statistically significant, $p < .05$.

Practices are:

Practice 1. Including information about black history, culture and contributions to American life in your regular curriculum

Practice 2. Creating a special display for teaching purposes having to do with black history and culture

Practice 3. Using pictures, displays, or other materials in the classroom that include pictures of both whites and nonwhites

APPENDICES

APPENDIX A: Summary of Findings for Evaluation Study of Mandatory Human Relations Training (HR-18): Summary of Post-Hoc Survey Results

This study examined the results of a mandated in-service training program, HR-18, designed to provided information and experiences for school employees to help them improve their abilities to interact with and understand minority individuals. Data were obtained from two employee groups. The participant group consisted of school employees who enrolled in HR-18 over a four-year period during which HR-18 was a mandatory experience for Montgomery County Public Schools (MCPS) employees. The comparison group consisted of school employees who did not enroll in HR-18 during that time. Respondent samples for this study were drawn randomly after stratification of the participant and nonparticipant populations on the dimensions of race and position classification. Data gathered through a mail survey were analyzed to:

1. Determine how enrollees and nonenrollees differ on the measures of black history, racial attitudes, student comparisons, and general behaviors.

2. Determine how teacher enrollees and nonenrollees differ with regard to specific classroom behaviors that might promote a more positive learning environment for black students.

3. Elicit enrollees' reactions to the HR-18 course via self-reports and course evaluation questions.

4. Elicit employees' motives for enrolling or not enrolling in HR-18.

5. Compare enrollees' and nonenrollees' opinions about the mandatory nature of the HR-18 course.

6. Characterize the type of school employee who enrolled in HR-18 when enrollment was mandatory. To do this, former course enrollees and nonenrollees are compared on such demographic characteristics as race, sex, age, position classification, and employment location.

The findings for Phase I of the Evaluation of HR-18 (mandatory) are subject to two constraints:

- o No data are available on the knowledge or behaviors of participants prior to HR-18 enrollment. Without this data, for both enrollees and nonenrollees, it is not possible to disentangle prior differences from the effects of the HR-18 course. As a result, it is not possible to attribute an unequivocal cause effect relationship between the course and any enrollee/nonenrollee differences which are found. In the present study, therefore, one can examine how participants and nonparticipants currently differ; but the degree to which participation in HR-18 directly caused such differences can only be inferred.

- A retrospective analysis of the differences which exist between course participants and nonparticipants, when the course has been completed from 2 to 42 months prior to data collection, is a particularly severe test for any course. One can only question whether the results reported below would be more or less favorable than those obtained from using the same methodology to assess other in-service training courses, or courses offered to college and public school students.

Additional information will be available later in this school year when pre and posttest data are available on the enrollees who took the course in the fall, 1979 term. These data will add to our understanding of the degree to which differences between enrollees and nonenrollees can be attributed to the course; and they will also permit us to obtain shorttime gain information more comparable to that usually used to assess in-service training courses.

Overall Conclusions:

Overall, the study found statistically significant differences between school employees who have participated in HR-18 in one area only: knowledge of black history and culture. Differences in other areas such as racial attitudes, general behavior or characterizations of black students were noted only for certain subgroups of employees. Nonetheless, substantial proportions of all respondent groups who took HR-18 indicated through self-reports that they felt they received benefits from the course in terms of getting along with others, especially in getting along better with black students and that they used what was learned in the course.

The study, although limited in scope, demonstrates that participation in HR-18 provides benefits for some school employees, especially in the area of knowledge of black culture and history. Further, some employee groups appear to receive additional benefits from the course, in areas which go beyond the cognitive to the attitudinal and behavioral dimensions.

However, while all other groups studied demonstrated enrollee/nonenrollee differences in at least some areas, white teachers who took the course did not differ significantly from white teachers who did not take the course in any of the areas measured in the study. Thus, while it can be inferred that the course does have its intended impacts for certain groups, there is no objective evidence of course impacts, on the average, on white teachers who took the course under mandatory conditions. This outcome must be balanced against the finding that many white teachers, nonetheless, report subjective feelings of having benefited from the course.

Specific Findings:*

- Overall, those who did and those who did not enroll in HR-18 do not differ from each other on the measures of racial attitudes. However,

---

*All differences reported here, within the body of this report and in the appendices, are statistically significant at the conventionally-accepted level of alpha=.05. See Page 5 for a discussion.

when position classification is taken into account support staff who did and those who did not enroll in HR-18 do differ from each other on the measure of racial attitudes.

- No overall enrollee/nonenrollee difference was found in the analysis of respondents' comparisons of school-related characteristics of black and white students. However, A&S employees who enrolled tend to see greater similarity between black and white students than do A&S employees who did not enroll.

- There is no detectable difference between enrollees and nonenrollees in general, nor among teachers in particular, in terms of the frequency with which they report performing specific behaviors related to the objectives of HR-18. However, black teachers are more likely to perform certain specified classroom behaviors than are white or other race (American Indians, Asian Americans, and Hispanics) teachers, regardless of enrollment in HR-18.

- A majority of black and other race employees who took HR-18 (67 and 62 percent, respectively) feel they gained insight and understanding into the reactions of black students and parents to racially-tinged situations as a result of the course. Forty-six percent of the white respondents also report benefits of this type. Those least likely to report this result are white teachers (42 percent).

- A vast majority of black respondents (between 70 and 100 percent) report using what was learned in HR-18 to get along better with certain other groups such as black students, other minority students, white students, co-workers and people outside of MCPS. This is true for only slightly fewer other race staff. White teachers and support staff are least likely to report such utilization of HR-18. However, 50 percent of white teachers report some use of HR-18 content in getting along better with black students. The extent to which these benefits generalize beyond relations with black students is more limited among white teachers than among other employee groups.

- When asked whether HR-18 should be mandatory or voluntary for each of several employee groups, the majority of black respondents felt that HR-18 should be mandatory, for all MCPS employee groups. The majority of white respondents feel that HR-18 should be voluntary for all employee groups. Other race respondents feel, in the main, that teachers, A&S employees, guidance counselors and bus drivers should be required to experience HR-18. White teachers are the least likely of all groups to recommend mandatory participation in HR-18 for any employee group.

- In general, black enrollees, among the three racial groups, gave the highest evaluative ratings to the substantive and methodological aspects of HR-18. The lowest ratings on these dimensions came from white employees in general, and from white teachers in particular.

2374A

Appendix B. Reasons for Enrolling in the Fall 1979 HR-18 Course.

The fall 1979 HR-18 classes were composed of voluntary and mandatory course participants. The table below, based on data obtained from the Personnel Office (MCPS), shows the reasons for staff enrolling in the fall course. Staff enrolling because it was "required" or because it was part of "planned in-service" are classified as mandatory course participants. The remaining staff, those enrolling with "no contingency" or because they wanted to "renew certification" are classified as voluntary course participants. Based on this information nearly 80 percent of the fall course participants were voluntary course participants.

However, since the data obtained from course participants for this study was done anonymously it was not possible to match personnel data with questionnaire data. Therefore, in order to classify enrollees as voluntary or mandatory course participants for data analysis purposes, responses to Question 23- Part IV- of the pretest was used. Responses to this question revealed that 11 respondents, or 26 percent of the sample, indicated that they enrolled because it was required of them to do so by the Board of Education (BOE). These 11 respondents were classified as mandatory course participants. The majority of the respondents, 74 percent, indicated that they voluntarily enrolled in HR-18. These 32 respondents were classified as voluntary course participants. All comparisons made within the body of this report, between mandatory and voluntary course participants, are based on the results of respondents response to Question 23.

TABLE B-1. Reasons* for Enrolling in the Fall 1979 HR-18 Course

Reason for Enrollment	Section of HR-18					
	Section 1		Section 2		Total	
	n	%	n	%	n	%
(Voluntarily Enrolled)						
No Contingency	19	70.3	14	63.6	33	67.3
Renew Certification	3	11.1	3	13.6	6	12.4
(Mandated to Enroll)						
Required	0	0.0	4	18.2	4	8.2
Planned In-service	5	18.5	1	4.5	6	12.4
Total	27	100.0	22	100.0	49	100.0

*Reasons are taken from MCPS personnel data on fall 1979 course participants.

1506A

APPENDIX C. Summary of Background Characteristics of the Fall 1979 HR-18 Enrollees

The respondents for the Phase II Evaluation of HR-18 consisted of 43 school employees who enrolled in two HR-18 classes during the fall, 1979. The total enrollment for these two classes was 49 school employees; however, only those school employees who had been administered both pre and post measures were included in the study. Table C-1, "Background Characteristics of Participants in the Pre-Post Study of HR-18," presented below summarizes the background characteristics of the enrollees.

Table C-1. Background Characteristics of Participants in the Pre-Post Study of HR-18.

Characteristic	Frequency	Percentage
Race		
White	37	86
Black	6	14
Position Classification		
Administrator	4	9
Support Services	2	5
Teachers	31	72
Unknown	6	14
Location		
School-based	39	91
Nonschool-based	4	9
Years Employed by MCPS		
Less than 1 year	1	2
1 to 3 years	10	23
4 to 10 years	22	51
More than 10 years	10	23

APPENDIX D. Content Analysis of the HR-18 Survey Instrument and Specifications for Creation of Scores

Table D-1 shows that the HR-18 survey instrument is made up of five subtests. The method(s) used for computing each of these subtests or scales are explained below. Reliability coefficients* were calculated for each subtest or scale, and they are also reported in Table D-1. Coefficients were calculated using the SPSS--Reliability Program. The lowest reliability coefficient was 0.40; this coefficient was reported for the subscale "Black Characterizations." The highest reliability coefficient was 0.93; this coefficient was reported for the subtest "Course Evaluation."

SCORE CONSTRUCTION

Black History Score (Part I, Items 1-7, 9-18, 21-22, and 24). A black history score is assigned to each respondent by summing correct responses across all items. Raw scores are not adjusted.

General Behavior Score (Part II, Items 1-12). This score is based on the total count of "Yes" responses across all items. (On Item 10 scoring is reversed.). A high score would indicate that a respondent is doing a great deal to improve race relations.

General Racial Attitude Score (Part III, Items 1-9 and 11-13). This score is created using the following scale: 1=Strongly Agree; 2=Agree; 3=Neutral; 4=Disagree; and 5=Strongly Disagree. A score is assigned by summing responses across all items. With the exception of Items 3, 8, and 12, the desired response for each item is "strongly disagree." Therefore, the higher the total score, the "better" the score (Items 3, 8, and 12 are recoded when summing total scores).

Black Characterization Score (Part III, Items 14-23). This score is based on the total count of "No difference" responses. A high score would indicate that the respondent sees no difference between black and white students on a list of common student characteristics.

Course Evaluation Score (Part IV, Items 1-22). This score is created using the following scale: -2=Very Poor; -1=Poor; 1=Good; and 2=Very Good. A score is assigned by summing responses across all items. It should be noted that the course evaluation score reflects four subscores. They are Course Logistics (Items 1-4 and 11); Teaching Methods (Items 12-14, 17, and 18); Course Content (Items 8-10 and 19-22); and Teacher Effectiveness (Items 5-7, 15, and 17).

---

*Reliability refers to "the extent to which a test is consistent in measuring whatever it does measure, dependability, stability, trustworthiness, and relative freedom from errors of measurement. Reliability is usually expressed by some form of reliability coefficient . . . ." (B.C. Mitchell, A Glossary of Measurement Terms). When the coefficient approaches zero, the test scores obtained are inaccurate and unreliable. When the coefficient approaches one, there is little error of measurement, the test is stable, and chances are good that if the same population were retested using the same instrument they would earn similar scores to those earned on the first testing.

TABLE D-1

Subtest Content Analysis of the HR-18 Survey Instrument

Subtest	Items	Objectives	Alpha
Black History	Part I; Items 1-7, 9-18, and 21-24	To assess knowledge of black history and culture.	0.78
General Behavior	Part II, Items 1-12	To assess specific on-the-job behaviors having to do with blacks in general	0.74
General Racial Attitudes	Part III, Items 1-9 and 11-13	To assess perceptions of black people and students within a variety of settings.	0.68
Black Characterizations	Part III, Items 14-23	To assess the degree to which black and white students differ along a variety of characteristics.	0.40
Course Evaluation	Part IV, Items 1-22	To assess course participants reaction to specific aspects of the course (HR-18).	0.93

EVALUATION QUESTIONNAIRE FOR HR-18

PART I

Below is a series of questions about black history and about some sociological and psychological elements of the black experience. Answer as many correctly as you can. By asking these questions of people who have not enrolled in HR-18 as well as those who have, we can make some judgments about the extent to which the HR-18 course provides information over and above what most people already know. This is not so much a test of your knowledge as it is of HR-18's ability to teach factual information. If you do not know the answer to a question, simply put a mark ☒ in the "Don't know" box.

1. In studies of the great days of African history, the three most commonly linked names of high African civilization are:

(6)
- (1) ☐ Egypt, Ethiopia, Axum
- (2) ☐ Mali, Songhay, Ghana.
- (3) ☐ Carthage, Nubia, Bornu.
- (4) ☐ don't know.

2. The first nationally-recognized black holiday in black communities was based on:

(7)
- (1) ☐ the date of the Haitian Revolution
- (2) ☐ the emancipation of blacks in the West Indies.
- (3) ☐ the U.S.A. Emancipation Proclamation.
- (4) ☐ none of the above.
- (5) ☐ don't know.

3. W.E.B. DuBois, the great black Scholar, wrote:

(8)
- (1) ☐ *Up from Slavery.*
- (2) ☐ *Cotton Comes to Harlem.*
- (3) ☐ *Souls of Black Folk.*
- (4) ☐ *Thus Be Their Destiny.*
- (5) ☐ don't know.

4. During the "Roaring Twenties" era, black America experienced an artistic flowering called:

(9)
- (1) ☐ the Back-to-Africa Movement.
- (2) ☐ the Talented Tenth period.
- (3) ☐ the Harlem Renaissance.
- (4) ☐ don't know.

5. The two most prominent black protest organizations during the 1920's were:

(1/10) (1) ☐ the Afro-American Council and the National Equal Rights League.
(2) ☐ the NAACP and the Universal Negro Improvement Association.
(3) ☐ the National Council of Negro Women and the Urban League.
(4) ☐ don't know.

6. The developer of blood plasma and of methods of preserving blood during World War II was:

(11) (1) ☐ James A. Blackwell.
(2) ☐ Elijah McCoy.
(3) ☐ Charles R. Drew.
(4) ☐ Montague Cobb.
(5) ☐ don't know.

7. The three individuals of African descent who each received a Nobel Prize for Peace are:

(12) (1) ☐ Albert Luthuli, William H. Hastie, Herman E. Moore.
(2) ☐ Ralph J. Bunche, Albert Luthuli, Martin Luther King.
(3) ☐ Martin Luther King, A. Philip Randolph, Moise Tshombe.
(4) ☐ don't know.

8. By general consent, the most outstanding black intellectual in American life was:

(13) (1) ☐ Frederick A. Douglass.
(2) ☐ Martin Luther King.
(3) ☐ W.E.B. DuBois.
(4) ☐ don't know.

9. Under the conception of assimilation, the emphasis is on *cooperation* between minority and majority groups, while under the idea of pluralism, the emphasis is on *absorption* of the minority by the majority.

(14) (1) ☐ True.
(2) ☐ False.
(3) ☐ Don't know.

10. The U.S. Census Bureau currently uses this technique of determining race:

(15) (1) ☐ genetic analysis.
(2) ☐ genealogy.
(3) ☐ individual self report, plus census takers' conclusions.
(4) ☐ don't know.

11. Racism costs the general society more than it returns in profit.

(1) ☐ True.
(1)(16) (2) ☐ False.
(3) ☐ Don't know.

12. In discussions of militancy, some social scientists argue that white racism is a root cause of violent behavior (words and deeds) directed against society by some black people.

(1) ☐ True.
(17) (2) ☐ False.
(3) ☐ Don't know.

13. The Moynihan Report attributed weakness in the modern black family to:

(1) ☐ the behavior of white society towards blacks as a social community.
(18) (2) ☐ the lack of educational opportunity.
(3) ☐ the collapse of moral discipline among blacks during slavery.
(4) ☐ none of the above.
(5) ☐ don't know.

14. In family make-up, the structure of the rural black family very closely resembles that of the rural white family.

(1) ☐ True.
(19) (2) ☐ False.
(3) ☐ Don't know.

15. Greater interaction between blacks and whites leads to:

(1) ☐ greater understanding of racial situations.
(2) ☐ a common view of racial problems.
(20) (3) ☐ joint sharing of recreational time.
(4) ☐ don't know.

16. Contrary to popular mythology, three-fourths of black families are intact.

(1) ☐ True.
(21) (2) ☐ False.
(3) ☐ Don't know.

17. Physical violence between ethnic groups usually rests on a history of unresolved incidents.

(1/22)
- (1) ☐ True.
- (2) ☐ False.
- (3) ☐ Don't know.

18. In the black subculture, passive acquiescence and "clowning" in the presence of whites may be signs of:

(23)
- (1) ☐ indifference to the opinions of others.
- (2) ☐ protective response to ego threats.
- (3) ☐ indications of a disturbed personality.
- (4) ☐ don't know.

19. In a class where only one black pupil is present, good teaching strategy on topics involving race relations would include:

(24)
- (1) ☐ pretend that the class is completely homogeneous.
- (2) ☐ permit the majority to set the tone and style of discussion.
- (3) ☐ permit majority pupils to display appropriate behaviors toward the lone black.
- (4) ☐ don't know.

20. In handling a group of disruptive black youngsters, you would attempt to alter this situation by:

(25)
- (1) ☐ showing that discipline is color blind.
- (2) ☐ appeal to their intelligence.
- (3) ☐ search for underlying causes or explanations.
- (4) ☐ don't know.

21. According to the findings of the Minority Relations Study on the MCPS done for the Citizens' Advisory Committee on Minority Relations (July 1974), the relatively higher levels of dissatisfaction found among black female pupils is mainly due to:

(26)
- (1) ☐ the behavior of the black female pupils.
- (2) ☐ the lack of appropriate role models for black female pupils.
- (3) ☐ the informal social structure of the school system.
- (4) ☐ don't know.

22. In that Minority Relations Study report, it was found that more than half of the pupils in the Special Education classes were non-white.

(27)
- (1) ☐ True.
- (2) ☐ False.
- (3) ☐ Don't know.

23. The birthday of Dr. Martin Luther King, Jr., is celebrated in the month of:

(1/28)
- (1) ☐ January.
- (2) ☐ March.
- (3) ☐ August.
- (4) ☐ Don't know.

24. The Supreme Court verdict known as Brown *versus* the Board of Education was handed down in:

(29)
- (1) ☐ 1919.
- (2) ☐ 1954.
- (3) ☐ 1978.
- (4) ☐ Don't know.

25. The celebration of the harvest, observed as a holiday by many Americans of African ancestry is called:

(30)
- (1) ☐ Harambee.
- (2) ☐ Shinto.
- (3) ☐ Kwanza.
- (4) ☐ Don't know.

PART II

Within the past school year (since Septe: ıber 1978), did you do any of the following things?

	Yes (1)	No (2)	Not Applicable (3)	*(Check one for each item.)*
(1/31)	☐	☐	☐	1. Visit a library for information on black history.
(32)	☐	☐	☐	2. Call, visit, or write the MCPS Department of Human Relations for information concerning black history.
(33)	☐	☐	☐	3. Help set up a display for Black History Week.
(34)	☐	☐	☐	4. Read a book about black history.
(35)	☐	☐	☐	5. Read a book or watch a movie about race relations.
(36)	☐	☐	☐	6. Invite people of another race or ethnic group into your home.
(37)	☐	☐	☐	7. Discuss some aspect of black history with a student of a race different from your own.
(38)	☐	☐	☐	8. Attend a meeting or gathering in commemoration of Martin Luther King, Jr.'s birthday.
(39)	☐	☐	☐	9 Discuss race relations with somebody of another race on an informal basis (not during a course like HR-18, for example).
(40)	☐	☐	☐	10. Complain to somebody who works with you about the way most black students behave.
(41)	☐	☐	☐	11. Make a special effort to tell somebody you know about some valuable contribution made by black Americans.
(42)	☐	☐	☐	12. Make a special effort to find out more about black music or food preferences or other aspects of black culture.

In your opinion, should a Black Experience and Culture course like HR-18 be mandatory or voluntary for the following groups?

	Voluntary (1)	Mandatory (2)	*(Mark one box for each group.)*
(1)(43)	☐	☐	13. MCPS Administrators.
(44)	☐	☐	14. MCPS Teachers.
(45)	☐	☐	15. MCPS Guidance Counselors.
(46)	☐	☐	16. Other MCPS Professional Staff.
(47)	☐	☐	17. Clerical and Secretarial employees of MCPS
(48)	☐	☐	18. MCPS Building Services Personnel.
(49)	☐	☐	19. MCPS Cafeteria Workers.
(50)	☐	☐	20. MCPS Bus Drivers.
(51)	☐	☐	21. Other MCPS Supporting Services Personnel.

Several different situations are described below that could happen in any school system. After reading each one, mark one box to show how you think the black person or people affected by the situation would react to it. Do you think the reaction would be:

Postive, that is, they would agree with what was said or done;

Neutral, that is, they would accept what was said or done without agreeing or disagreeing; or

Negative, that is, they would disagree with what was said or done, and would not like it?

- A substitute teacher in a twelfth grade English class notices that a black student in the back of the room is talking. The teacher says: "Somebody tell that boy to shut up."

22. Do you think the black student's reaction to this situation would be:

(52) (1) ☐ Postive?
(2) ☐ Neutral?
(3) ☐ Negative?

- When asked if there has been any effort made to bring black parents in the local area into the PTA, the PTA President replies, "Every parent gets the same invitation to join. Any parent who is interested, whether black or white, can join."

  23. Do you think the reaction of black parents in the community to that statement would be:

  (1) ☐ Positive?
  (1/53) (2) ☐ Neutral?
  (3) ☐ Negative?

- A teacher puts up a display of Civil War items. Among them is a Confederate flag. When some black students complain the teacher says, "You'll just have to put up with it. It's a part of American history and that fact can't be changed."

  24. Do you think the reaction of the students would be:

  (1) ☐ Positive?
  (54) (2) ☐ Neutral?
  (3) ☐ Negative?

- A poster announcing cheerleader try-outs shows several blond-haired, blue-eyed girls in cheerleader costumes. When asked why there are no minority children in the picture, the cheerleader sponsor replies, "I don't know. I never noticed."

  25. Do you think the reaction of black students and adults to that reply would be:

  (1) ☐ Positive?
  (55) (2) ☐ Neutral?
  (3) ☐ Negative?

- An assistant principal comes across a black and a white student fighting. The assistant principal says to the white student, "What was going on here?" After hearing the explanation, she turns to the black student and says, "Now what do you have to say for yourself?"

  26. Do you think the reaction of the black student and his parents to this situation would be:

  (1) ☐ Positive?
  (56) (2) ☐ Neutral?
  (3) ☐ Negative?

- When asked why some racist slogans are still on the restroom walls after two weeks, a building services supervisor says, "We've had more important things to do, getting the classrooms cleaned up for Open House next week."

27. Do you think the reaction of a black parent to that response would be:

(1/37) (1) ☐ Positive?
(2) ☐ Neutral?
(3) ☐ Negative?

If you are a teacher in MCPS, please answer the following questions.

If you are NOT a teacher, put an X in the box below and skip to Question 1, Part III.

☐ I am NOT a teacher. *(Skip to Question 1, Part III.)*

28. Do you include information about black history, culture and contributions to American life in your regular curriculum? (For example, talking about black inventors, black authors or poets, black contributions to music, the role of blacks in settling the western United States.)

(58) (1) ☐ Yes.
(2) ☐ No.

29. Have you ever created a special display for teaching purposes having to do with black history or culture?

(59) (1) ☐ Yes.
(2) ☐ No.

30. Do the pictures, displays or other materials you use in the classroom include pictures of both whites and non-whites?

(60) (1) ☐ Yes.
(2) ☐ No.

PART III

For each statement below mark one box to show how much you agree or disagree with what is said.

	Strongly Agree (1)	Agree (2)	Neither Agree Nor Disagree (3)	Disagree (4)	Strongly Disagree (5)	
(61)	☐	☐	☐	☐	☐	1. It doesn't matter much what a teacher does, most black students still won't learn as much as most white students.
(62)	☐	☐	☐	☐	☐	2. There is really not much a bus driver or a cafeteria worker in MCPS can do to improve race relations in the system.
(63)	☐	☐	☐	☐	☐	3. There may have been improvements in the way MCPS treats black students, but there is still room for a lot more improvement.
(64)	☐	☐	☐	☐	☐	4. If we could get rid of that small group of racists who try to keep blacks from getting ahead, there would be true equality in this country.
(65)	☐	☐	☐	☐	☐	5. Black and white students in MCPS all have the same advantages and disadvantages—they all get treated the same.
(66)	☐	☐	☐	☐	☐	6. The government invented "affirmative action" as an excuse to give things to minorities that rightfully should go to whites.
(67)	☐	☐	☐	☐	☐	7. In order to do his or her job well, a school administrator in MCPS must learn to ignore racial and cultural differences between students.
(68)	☐	☐	☐	☐	☐	8. The American system, which has always treated blacks worse than whites, is to blame if blacks are worse off than whites.
(69)	☐	☐	☐	☐	☐	9. Blacks in America have equality with whites right now.
(70)	☐	☐	☐	☐	☐	10. Black students should be judged by different standards than white students when being graded or considered for awards, to make up for past discrimination.

	Strongly Agree (1)	Agree (2)	Neither Agree Nor Disagree (3)	Disagree (4)	Strongly Disagree (5)	
(1/71)	☐	☐	☐	☐	☐	11. Many MCPS staff members are afraid to discipline black students in the same way as white students for fear of being called racist.
(72)	☐	☐	☐	☐	☐	12. An educator can be much more successful if he or she considers a student's ethnic and cultural background, rather than ignoring it.
(73)	☐	☐	☐	☐	☐	13. If black Americans today are not as well off as white Americans, it's mostly because blacks haven't worked as hard to get ahead.

Listed below are some characteristics of people. In each row, mark one box to show whether you think black students or white students in MCPS are more likely to have that characteristic, or if there is no difference.

(2/2-5)	White Students More Than Blacks (1)	No Difference (2)	Black Students More Than Whites (3)	
(2/6)	☐	☐	☐	14. Waste time by socializing.
(7)	☐	☐	☐	15. Act impolite to professional personnel in the school.
(8)	☐	☐	☐	16. Act impolite to supporting services personnel in the schools.
(9)	☐	☐	☐	17. Be loud and disruptive in the school, on school buses, in the cafeteria.
(10)	☐	☐	☐	18. Want to go on to college.
(11)	☐	☐	☐	19. Want to participate in athletics.
(12)	☐	☐	☐	20. Work hard to get good grades.
(13)	☐	☐	☐	21. Cause discipline problems.
(14)	☐	☐	☐	22. Discuss their school-related problems with school staff.
(15)	☐	☐	☐	23. Discuss their personal or family problems with school staff.

If you have never enrolled in HR-18, please go to Question 42 on page 15.

If you were enrolled in HR-18 sometime between Fall 1975 and Fall 1978, please answer the following questions.

PART IV

Mark one box in each row to show your opinion of those aspects of HR-18 described below.

	Very Good (1)	Good (2)	Poor (3)	Very Poor (4)	
(2/16)	☐	☐	☐	☐	1. Adequacy of the room in which the class was held?
(17)	☐	☐	☐	☐	2. Location of the building where class was held, in terms of convenience to you?
(18)	☐	☐	☐	☐	3. Availability of parking?
(19)	☐	☐	☐	☐	4. Time of day at which the class was held?
(20)	☐	☐	☐	☐	5. Qualifications of the black member of the teaching team?
(21)	☐	☐	☐	☐	6. Qualifications of the white member of the teaching team?
(22)	☐	☐	☐	☐	7. Overall quality of instruction?
(23)	☐	☐	☐	☐	8. Value of the black history section of the course to you in performing your job?
(24)	☐	☐	☐	☐	9. Value of the sociology section of the course to you in performing your job?
(25)	☐	☐	☐	☐	10. Value of the psychology section of the course to you in performing your job?
(26)	☐	☐	☐	☐	11. Size of class, i.e., number of people enrolled?
(27)	☐	☐	☐	☐	12. The quality of games, simulations, or in-class group exercises used as teaching techniques?
(28)	☐	☐	☐	☐	13. The quality of group discussions among class members?
(29)	☐	☐	☐	☐	14. The value to you of the outside reading materials that were assigned?

	Very Good (1)	Good (2)	Poor (3)	Very Poor (4)	
(2/30)	☐	☐	☐	☐	15. The ability of the instructors to guide group discussions in productive directions?
(31)	☐	☐	☐	☐	16. The ability of instructors to set aside their own opinions and values and to accept other people's opinions and values?
(32)	☐	☐	☐	☐	17. Opportunity for you to participate in discussions?
(33)	☐	☐	☐	☐	18. The value of "team assignments" as a teaching method for this type of course, that is, where several students work as a group on an assignment?
(34)	☐	☐	☐	☐	19. The overall effect of HR-18 on your ability to relate to black students?
(35)	☐	☐	☐	☐	20. The overall effect of HR-18 on your knowledge of black history?
(36)	☐	☐	☐	☐	21. The overall effect of HR-18 on your knowledge of sociology as it relates to the black community?
(37)	☐	☐	☐	☐	22. The overall effect of HR-18 on your understanding of what racism is?

Listed below are some reasons people have given for enrolling in HR-18 when they did. Read the list and put numbers beside those that apply to you. Place the number 1 (one) next to the reason that was *most important* to you; place a 2 (two) next to the reason (if any) that was second most important for you; and a 3 (three) for your third most important reason (if any). You do not need to number more than three reasons.

(38) ____ 23. To fulfill the Board of Education requirement.
(39) ____ 24. To qualify for tenure.
(40) ____ 25. To qualify for a salary increase.
(41) ____ 26. To acquire 3 credit hours toward a degree.
(42) ____ 27. To help solve problems I was experiencing on the job.
(43) ____ 28. To upgrade my skills in human relations.
(44) ____ 29. To upgrade my skills in relating to black students.
(45) ____ 30. I enrolled only because the entire staff of my school was required to attend at the same time.
(46) ____ 31. My supervisor directed me to attend.
(47) ____ 32. None of the above. (Please describe your motivation.) _____

_____

_____

_____

33. Would you have enrolled in HR-18 when you did even if there had *not* been a Board of Education requirement?

(1) ☐ Definitely yes.
(2) ☐ Probably yes.
(2/48) (3) ☐ Not sure.
(4) ☐ Probably no.
(5) ☐ Definitely no.

Have you been able to use any of the things you learned as part of HR-18 in getting along better with:

	Yes (1)	No (2)	
(49)	☐	☐	34. the people you work with?
(50)	☐	☐	35. black students.
(51)	☐	☐	36. other minority students.
(52)	☐	☐	37. white students.
(53)	☐	☐	38. people outside of MCPS.

39. How would you compare the value of HR-18 to you in doing your job compared to other in-service courses you have taken?

(1) ☐ I have never taken another in-service course.
(2) ☐ HR-18 is the best in-service course I've taken.
(54) (3) ☐ HR-18 is better than most other in-service courses.
(4) ☐ HR-18 is about average when compared with other in-service courses.
(5) ☐ HR-18 is not as good as most other in-service courses.
(6) ☐ HR-18 is the worst in-service course I've taken.

40. Do you think your understanding of how black students and parents react to various interracial situations has improved as a result of attending HR-18?

(1) ☐ Yes.
(55) (2) ☐ No.
(3) ☐ Not sure.

41. Did HR-18 change your attitudes about black Americans? *(Mark one.)*

(1) ☐ My attitudes changed a lot.
(56) (2) ☐ My attitudes changed a little.
(3) ☐ My attitudes didn't change at all.

For those who have taken HR-18, this is the end of the Questionnaire. If you have any additional comments, please feel free to write them on the questionnaire or on a separate sheet of paper. Then place your completed questonnaire and comments in the return envelope and mail it immediately. Thank you again for your cooperation.

41

Appendix E. Statistical Results

NOTE: Table E-1, below, presents t-test values (correlated samples) and f-test results (analysis of covariance) for data presented on Pages 8-11.

TABLE E-1. T-test and F-test Values for Measures of Knowledge of Black History and Culture, Racial Attitudes, Black Characterizations, and General Behaviors

	Dependent Measure							
	Knowledge of Black History & Culture		Racial Attitude		Black Characterization		General Behavior	
Groups	t-value/df[a]	f-ratio/df[b]	t-value/df	f-ratio/df	t-value/df	f-ratio/df	t-value/df	f-ratio/df
All Enrollees	10.32*/35		1.04/38		1.18/32		4.83*/40	
Voluntary	7.97*/25	1.41	1.31/28	1/44	1.49/23	0.72	4.23*/30	0.32
Mandatory	7.22*/ 9	2/33	0.00/ 9	2/36	0.00/ 8	2/30	2.23*/ 9	2/38
White Teachers	7.59*/21		0.29/22		1.09/23		3.99*/25	
Voluntary	5.41*/13	1.74	0.12/14	0.69	2.06/13	4.00	3.51+/17	0.69
Mandatory	6.52*/ 7	2/19	0.62/ 7	2/33	0.88/ 7	2/19	1.84 / 7	2/23
Other Enrollees	6.87*/13		1.34/15		0.49/10		2.75+/14	
Voluntary	5.86*/11	d	2.61+/13	d	0.22/ 9	d	2.42+/12	d
Mandatory	c		c		c		c	

*p .001.
+p .05.

[a]df, degrees of freedom.

[b]Analysis of covariance results; this statistic allows us to determine if the posttest scores for voluntary and mandatory enrollees differ when pretest knowledge has been adjusted for.

[c]Due to small number of cases t-value not computed.
[d]Due to small number of cases f-ratio not computed.

NOTE: Table E-2, below, presents chi-square results for data presented in Exhibit 1, Page 13. In the table below, when the number who changed is less than 10, the binomial distribution is used to compute significance.

TABLE E-2. Chi-Square Results for Classroom Practices of HR-18 Enrollees

Classroom Practice*	Change/ Growth	Number Who Changed	Chi-square Voluntary vs. Mandatory
Practice 1			
Voluntary Enrollees (n=21)	- 4%	5	X^2=1.40
Mandatory Enrollees (n=10)	+10	1	df=1
All Enrollees	0	6	
Practice 2			
Voluntary Enrollees (n=21)	+24	7	X^2=0.11
Mandatory Enrollees (n=10)	+20	2	df=1
All Enrollees	+22	9+	
Practice 3			
Voluntary Enrollees (n=21)	+ 9	4	X^2=0.98
Mandatory Enrollees (n=10)	+10	1	df=1
All Enrollees	+10	5	

*Practice 1. Including information about black history, culture, and contributions to American life in your regular curriculum.

Practice 2. Creating a special display for teaching purposes having to do with black history or culture.

Practice 3. Using pictures, displays, or other materials in the classroom that include pictures of both whites and nonwhites.

+$p < .05$.

NOTE: Table E-3, below, presents chi-square results for data presented on Page 14, "Understanding of Blacks."

TABLE E-3. Chi-Square Results for Understanding of Blacks, Voluntary vs. Mandatory Enrollees

	Enrollee Status		
Responses	Voluntary	Mandatory	Total
	N	N	N
Yes	26	7	33
No	2	1	3
Not Sure	3	2	5
TOTAL	31	10	41

Chi-Square = 0.97
df = 2
Significance = not significant

NOTE: Table E-4, below, present chi-square results for data presented in Exhibit 2 on Page 15.

TABLE E-4. Chi-Square Results for Responses to Questions 33-37, Things Learned in HR-18, Voluntary vs. Mandatory Enrollees

Things learned in HR-18 have been used in getting along with:	Chi-Square	df	Significance
Co-Workers.	1.04	1	Not Significant
Black Students.	1.37	1	Not Significant
Other Minority Students	1.11	1	Not Significant
White Students.	0.85	1	Not Significant
People Outside of MCPS.	2.41	1	Not Significant

NOTE: Table E-5, below, present t-test values (independent samples) for data presented in Exhibit 3 on Page 16.

TABLE E-5. T-Test Results for Mean Evaluation Scores for Four Aspects of the HR-18 Course: Voluntary vs. Mandatory Enrollees

Aspects of Course Being Evaluated	t-Value	df	Significance
Teacher Effectiveness	2.31	38	p .05
Teaching Methods.	2.21	41	p .05
Course Content.	1.92	34	Not Significant
Course Logistics.	0.22	38	Not Significant

NOTE: Table E-6, below, present f-test results (one-way analysis of variance) for data presented in Exhibit 5 on Page 19.

TABLE E-6. One-Way Analysis of Variance Results for Mean Scores for Enrollees on the Measures of Knowledge of Black History and Culture, Racial Attitudes, Black Characterizations, and General Behaviors Across Five Years

Dependent Measure	f-ratio	df	Significance
Knowledge of Black History and Culture	3.29	4/135	p .01
Racial Attitudes.	0.30	4/139	Not Significant
Black Characterizations	0.27	4/134	Not Significant
General Behaviors	1.66	4/146	Not Significant

NOTE: Table E-7, below, present f-test results (one-way analysis of variance) for data presented in Exhibit 9 on Page 21.

TABLE E-7. One-Way Analysis of Variance Results for Mean Scores for Four Aspects of HR-18 Course Across Five Years

Aspect of the Course Evaluated	f-ratio	df	Significance
Teacher Effectiveness	3.70	4/135	p .01
Teaching Methods.	1.84	4/136	Not Significant
Course Content.	2.42	4/130	p .05
Course Logistics.	2.05	4/143	Not Significant

NOTE: Table E-8, below, present t-test results (independent samples) for data presented in Exhibit 10 on Page 22.

TABLE E-8. T-Test Results for Mean Scores on the Measures of Knowledge of Black History and Culture, Racial Attitudes, Black Characterizations, and General Behaviors: 1979 Fall Enrollees vs. Post Hoc Nonenrollees

Dependent Measure	T-value	df	Significance
History and Culture	1.36	249	Not Significant
Racial Attitudes.	0.60	249	Not Significant
Characterizations	0.62	249	Not Significant
General Behaviors	1.98	249	$p < .05$

NOTE: Table E-9, below, present chi-square results for data presented in Exhibit 11 on Page 23.

TABLE E-9. Chi-Square Results for Classroom Practices: 1979 Fall Enrollees vs. Post Hoc Nonenrollees

Practice*	Chi-Square	df	Significance
Practice 1	5.06	1	p .05
Practice 2	0.08	1	Not Significant
Practice 3	7.30	1	$p < .05$

*Practices are:

Practice 1. Including information about black history, culture, and contributions to American life in your regular curriculum.

Practice 2. Creating a special display for teaching purposes having to do with black history or culture.

Practice 3. Using pictures, displays, or other materials in the classroom that include pictures of both whites and nonwhites.

2375A